



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17001 S 34th Way, Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Tonja Yalung
Schedule : 07:15 AM to 03:45 PM
Grades : K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-1400
Fax Number : (480) 759-5560
E-mail : tyalun@kyrene.org

Mission

The Kyrene de los Lagos Community believes all students can learn and achieve. Our school's purpose is to educate each student to high levels of performance, while fostering self-esteem, risk taking, independence and responsibility.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Student Achievement: At Lagos Elementary we expect all children to excell in the area of math. We strive to meet their individual needs to ensure success of all of our students. We continue to be above the state average in AIMS.
- ü Student Achievement: Lagos Elementary has various additional programs to assist our students in our reading goal to meet/exceed the state average on the AIMS reading section. We continue to have high scores in this area, and continue to improve.
- ü Student achievement : Writing is an area of focus this year for our school, with the new writing materials that were newly adopted. We strive for all of our students to meet and exceed the requirements stated by the state for our AIMS assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 545
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 143

Instructional Programs

- Ü Gifted Education (Grades 3-5)
- Ü On-site Special Education
- Ü Full-day Kinder/Alternate Day Kinder
- Ü K-3 Instructional Reading Program
- Ü K-3 Math Intervention Program
- Ü Art, Music, PE
- Ü Academic Intervention
- Ü Literacy Specialist

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Lagos is committed to meeting the individual needs of each child. We are committed to creating a supportive and challenging learning environment in which academic excellence is achieved. We establish and maintain effective communication with parents.

Parents

Communicate frequently with their child's teacher. Support their child's learning by helping with homework. Support and participate in school-sponsored events. Ensure school attendance and support school policies including dress and behavior codes.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Board Certified Candidates (3)	2002
Ü National Board Certified Teachers (2)	2003
Ü Kodaly Certification & Level III Orff Schulwerk Teacher	2003
Ü Wal-Mart Teacher of the Year	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1893	80010	100	98	99	467	481	447	7	3	10	11	8	18	52	47	53	30	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	934	38935	100	99	99	473	483	447	5	2	9	10	8	19	52	49	55	33	41	17
Male	45	959	40974	100	98	98	463	480	448	9	4	11	13	9	18	51	46	52	27	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	13	296	34545	100	98	99	452	459	432	8	6	14	NA	14	24	85	56	53	8	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	54	1214	35142	100	99	99	484	490	465	2	2	5	9	5	11	46	45	56	43	47	28
Students with Disabilities	13	252	10161	100	91	93	411	447	419	38	16	28	31	22	28	23	40	36	8	21	8
Students without Disabilities	74	1641	69849	100	100	100	477	486	451	1	1	7	8	6	17	57	49	56	34	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	19	397	39029	100	97	98	435	452	432	26	10	14	26	16	25	32	54	52	16	20	9
Non-Economically Disadvantaged	68	1496	40981	100	99	100	476	489	462	1	1	6	7	6	13	57	46	54	34	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1871	79438	98	97	98	466	479	451	4	2	9	18	12	24	65	63	56	14	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	929	38775	98	98	99	480	484	457	2	2	7	7	9	22	73	65	58	17	25	13
Male	44	942	40560	98	96	97	453	474	446	5	3	12	27	16	25	57	61	54	11	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	13	292	34297	100	97	98	451	462	434	NA	4	14	23	19	31	69	65	50	8	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	54	1203	34887	100	98	98	480	485	471	NA	1	4	15	9	15	67	64	63	19	26	18
Students with Disabilities	11	231	9588	85	83	88	410	447	416	18	10	30	55	29	32	27	48	34	NA	13	5
Students without Disabilities	74	1640	69850	100	100	100	474	483	456	1	1	7	12	10	23	70	65	59	16	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	385	38685	89	94	97	434	452	435	18	6	14	29	25	32	47	59	50	6	9	5
Non-Economically Disadvantaged	68	1486	40753	100	98	99	474	486	467	NA	1	5	15	9	16	69	64	62	16	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	1898	79971	99	99	99	446	454	423	3	3	8	35	25	41	57	64	49	5	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	938	38974	100	99	99	457	469	437	2	2	5	33	17	33	57	70	57	7	12	4
Male	44	960	40895	98	98	98	436	440	410	5	4	10	36	33	47	57	58	41	2	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	13	299	34481	100	99	99	454	440	410	NA	3	10	38	34	46	62	60	43	NA	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	54	1211	35150	100	99	99	458	459	437	2	2	5	28	22	35	63	67	56	7	9	5
Students with Disabilities	12	257	10258	92	92	94	410	412	377	8	11	23	50	44	51	42	42	25	NA	3	1
Students without Disabilities	74	1641	69713	100	100	100	452	461	429	3	1	5	32	22	39	59	68	52	5	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	19	401	38994	100	98	98	417	430	409	11	6	10	37	36	47	47	54	41	5	3	1
Non-Economically Disadvantaged	67	1497	40977	99	99	100	454	461	437	1	2	5	34	22	34	60	67	56	4	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2050	80147	100	98	99	515	515	482	3	3	11	11	7	17	42	44	49	44	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	987	39281	100	99	99	508	516	483	5	2	9	12	7	17	47	44	50	35	47	24
Male	62	1063	40780	100	98	98	521	515	482	2	3	12	10	7	17	37	44	48	52	46	24
African American	14	191	4249	100	97	99	471	483	464	NA	9	17	36	16	22	50	51	48	14	24	13
Hispanic	21	339	33494	100	98	99	511	498	466	10	4	15	10	12	23	43	53	49	38	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	74	1270	36122	100	99	99	521	522	501	3	1	5	8	5	10	41	41	50	49	52	35
Students with Disabilities	20	234	10295	100	89	92	469	474	443	15	14	33	15	22	26	55	44	33	15	20	8
Students without Disabilities	99	1816	69852	100	100	100	524	520	488	1	1	7	10	5	16	39	44	51	49	50	26
Limited English Proficient Students	--	48	12722	--	98	97	--	478	441	--	10	27	--	19	33	--	54	37	--	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	14	405	38371	100	97	97	492	484	465	7	9	15	14	13	23	57	57	49	21	22	13
Non-Economically Disadvantaged	105	1645	41776	100	99	100	518	523	498	3	1	6	10	6	11	40	41	49	47	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2024	79686	98	97	98	490	494	470	1	3	11	16	12	24	69	72	57	14	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	980	39163	98	98	99	491	498	475	NA	2	9	20	10	22	66	73	60	14	15	10
Male	61	1044	40438	98	97	97	489	490	465	2	4	13	13	13	25	72	71	54	13	12	7
African American	14	187	4228	100	95	98	464	472	458	NA	8	15	43	19	28	57	69	53	NA	4	4
Hispanic	20	335	33299	95	97	98	484	479	452	5	4	17	20	19	32	55	70	47	20	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	73	1254	35914	99	98	98	494	502	489	NA	1	5	11	8	15	74	74	67	15	17	14
Students with Disabilities	18	211	9808	90	80	87	459	462	432	6	15	35	39	27	32	50	52	30	6	6	3
Students without Disabilities	99	1813	69878	100	100	100	496	498	475	NA	1	8	12	10	23	73	74	61	15	15	9
Limited English Proficient Students	--	42	12594	--	86	96	--	446	422	--	17	34	--	33	45	--	50	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	14	393	38095	100	94	97	475	471	452	NA	8	17	14	24	32	86	62	48	NA	7	3
Non-Economically Disadvantaged	103	1631	41591	98	98	99	492	500	486	1	2	6	17	9	16	67	74	65	16	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2042	80372	100	98	99	501	501	475	1	1	4	13	14	30	84	79	64	2	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	989	39452	100	99	99	513	513	488	NA	1	3	9	9	22	88	83	72	4	8	3
Male	62	1053	40836	100	98	98	490	489	464	2	2	6	18	19	37	81	76	56	NA	3	1
African American	14	192	4264	100	97	99	466	480	465	7	4	5	14	25	35	79	70	59	NA	2	1
Hispanic	21	339	33608	100	98	99	497	487	462	NA	2	6	24	21	36	76	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	74	1260	36213	100	98	99	506	506	489	NA	1	2	11	11	22	88	82	72	1	6	3
Students with Disabilities	20	230	10526	100	87	94	471	461	427	NA	5	15	35	41	53	65	53	31	NA	2	1
Students without Disabilities	99	1812	69846	100	100	100	507	506	482	1	1	3	9	10	26	88	83	69	2	6	2
Limited English Proficient Students	--	45	12747	--	92	97	--	450	432	--	9	12	--	31	52	--	58	36	--	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	14	400	38521	100	96	98	495	480	461	NA	2	6	14	29	38	86	67	55	NA	3	1
Non-Economically Disadvantaged	105	1642	41851	100	99	100	502	506	489	1	1	3	13	10	22	84	82	72	2	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2071	79306	100	98	99	541	551	504	5	3	13	9	7	20	50	41	49	37	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1006	38845	100	99	99	544	553	505	4	3	11	11	6	20	46	42	50	40	48	18
Male	60	1065	40383	100	98	98	538	549	504	7	3	14	7	9	19	53	39	47	33	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	19	315	32673	100	97	99	511	531	487	NA	5	18	11	11	25	89	50	46	NA	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	78	1375	36234	100	98	99	544	556	523	5	2	6	8	6	13	46	39	52	41	52	28
Students with Disabilities	12	231	10286	100	87	91	479	486	462	25	23	41	33	24	27	33	41	27	8	12	5
Students without Disabilities	105	1840	69020	100	100	100	548	559	510	3	1	9	6	5	18	51	41	52	40	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	335	37437	100	96	97	504	515	486	23	10	19	NA	16	26	69	51	46	8	23	9
Non-Economically Disadvantaged	104	1736	41869	100	98	100	546	558	521	3	2	7	10	6	14	47	39	51	40	53	27

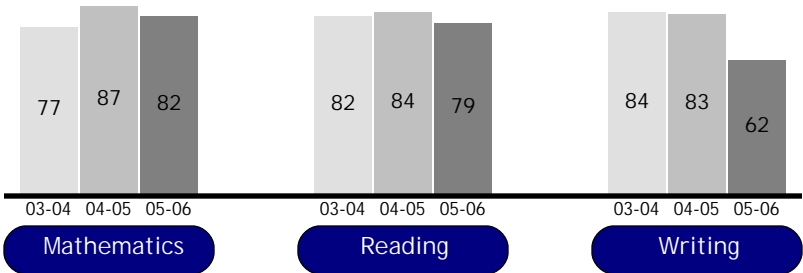
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2042	79000	97	97	98	517	518	489	2	2	10	11	11	24	70	68	58	18	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	995	38774	96	97	99	517	522	494	NA	1	7	13	8	22	73	70	61	15	20	10
Male	58	1047	40150	97	96	98	518	514	485	3	3	12	9	14	25	67	65	55	21	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	18	312	32508	95	96	98	497	503	472	NA	3	15	17	16	33	83	72	49	NA	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	76	1355	36135	97	97	98	522	524	508	1	1	4	9	8	14	67	68	67	22	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	105	1840	69009	100	100	100	520	523	495	1	1	6	8	8	22	72	71	62	19	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	12	324	37234	92	93	97	488	490	472	8	6	15	8	23	33	75	65	50	8	6	3
Non-Economically Disadvantaged	101	1718	41766	97	97	99	521	524	505	1	1	5	11	9	16	69	68	65	19	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2066	79611	99	98	99	504	525	496	3	2	7	42	24	37	54	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1008	39016	100	99	99	521	539	511	2	1	4	25	14	29	74	82	66	NA	3	1
Male	59	1058	40519	98	97	98	487	513	482	3	2	10	59	33	44	36	64	46	2	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	19	318	32855	100	98	99	476	513	481	11	3	10	42	29	43	47	68	47	NA	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	78	1372	36380	100	98	99	508	529	511	1	1	4	41	21	30	56	75	65	1	2	1
Students with Disabilities	11	228	10664	92	85	94	460	472	440	NA	9	23	82	57	54	18	33	22	NA	0	1
Students without Disabilities	105	1838	68947	100	100	100	508	532	504	3	1	4	38	20	34	58	77	61	1	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	12	333	37626	92	96	98	504	502	479	NA	5	10	58	38	45	42	56	45	NA	1	0
Non-Economically Disadvantaged	104	1733	41985	100	98	100	504	530	511	3	1	4	40	21	30	56	76	65	1	2	1

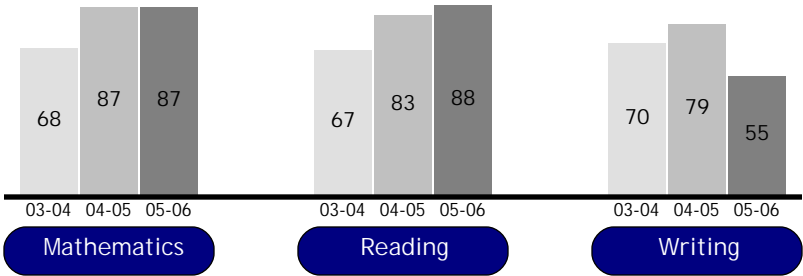
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	67	NA	58	100	56	60	47	100	67	65	46
	Language	97	63	60	50	100	52	58	47	100	68	65	48
	Mathematics	96	76	76	64	100	62	66	50	100	76	73	52
3	Reading	100	65	NA	55	99	58	59	44	98	59	68	46
	Language	100	64	72	61	99	57	57	44	99	58	63	46
	Mathematics	100	70	78	61	99	62	67	51	100	67	75	52
4	Reading	100	70	NA	56	100	57	63	48	98	72	68	52
	Language	100	61	66	52	100	56	63	49	100	70	70	52
	Mathematics	100	74	78	61	100	61	70	53	100	73	76	58
5	Reading	99	68	NA	55	99	60	65	50	97	68	75	56
	Language	100	63	65	49	99	61	65	50	100	65	73	54
	Mathematics	98	81	83	63	100	62	67	49	100	70	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü School Goals
- Ü School Safety Issues
- Ü Establish Task Forces/Committees
- Ü Parent/Educator Relations
- Ü Annual Parent Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	34.42
Other Professional Staff	2.50	Teacher Aide	3.45

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	3	0	0
10 or more years	6	19	1	5

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü State of the art Technology Lab
- Ü Covered playgrounds
- Ü Multimedia Center/Library
- Ü Well maintained athletic fields

Extracurricular Activities

- Ü Student Council
- Ü Native American Club
- Ü News Club (Video/TV)
- Ü After School Enrichment Clubs
- Ü Art Club
- Ü Kyrene Kids Club After School Program
- Ü After School AR Reading Club

Social Services

- Ü Prevention Services
- Ü Access to District Family Resource Ctr.
- Ü Phx Parks & Rec After School Program
- Ü Health Services
- Ü Character education programs
- Ü School Psychologist
- Ü National Free/Reduced lunch programs
- Ü National Free/Reduced breakfast program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Parent Satisfaction: High percentage of overall satisfaction with the school on parent survey. High level of parent participation.
- ü Improved student achievement in areas of reading, writing, and mathematics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Formal Emergency Plan and regular drills are practiced monthly. Visitor sign-in and badges required. Closed campus maintained at all times. Teachers provide instruction on safety and character education. Ongoing communication with parents and children about school safety. Students are not allowed on campus until 7:15 to ensure appropriate coverage by a staff member.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tonja Yalung	(480) 783-1400
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Jenli Yueh	(480) 783-1496
Parent Organization	Donna Castrenze-Steele	(480) 783-1400
Student Health/Nurse	Anmarie Ferrell	(480) 783-1484

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 579 Copies = \$225.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.